

## Course Information

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### **Human Origins (LS)**

ANTH 1020-504

Summer 2025

## Course Section Information

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**Days:** Online/Canvas

**Time:** N/A

**Campus:** N/A

**Classroom:** Online/Canvas

## Human Origins (LS)

ANTH1020 504

## Course Description

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This course provides an introduction to biological anthropology, one of the subfields of anthropology, and includes surveys of hominid fossils, primate biology and behavior, human biological variation, ecology and adaptation, and evolutionary theory.

Semester: All

## Instructor Information

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**Name:** Kirsten Verostick

**Preferred Pronouns:** She/Her

**Email:** kirsten.verostick@slcc.edu

**Phone:** 801-957-4307 (Department of Anthropology)

**Office Location:** N/A

**Office Hours:** By appointment

## Course Content Advisory

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Respect is important to keep our educational experience a meaningful one this semester. Some of the material discussed may be sensitive or controversial in nature. Students may or may not agree with opinions expressed or topics discussed, and that is part of any critical thinking process. We will approach all topics in this course with an anthropological perspective (viewing things from the perspective of those who live(d) it, not necessarily our own personal perspective). Additionally, every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to this class, and no single experience has more value or importance than another. It is our different experiences that enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. I will strive to do my best to respect this diversity throughout the semester. If you have an experience related to the class that contradicts this commitment or there is an aspect of the course that could be reasonably modified to improve your learning, please contact me.

## Textbooks, Readings, and Course Materials

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**Title:** **Essentials of Biological Anthropology**

**Subtitle:** \*\*This text is linked through the course\*\*

**ISBN:** ISBN-13, 978-0393667431

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Grading Scale

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### Final Grades

<b>A</b> = 90 or >	<b>B+</b> = 87-89	<b>B</b> = 80-86	<b>C+</b> = 77-79
<b>C</b> = 70-76	<b>D+</b> = 67-69	<b>D</b> = 60-66	<b>E</b> = 59 or <

This grading scheme does not include minuses. The instructor will also round up when appropriate (an 89.5 = a 90, a 76.45 = a 77).

### Course Grading Policies

**Grading Criteria/Rubrics:** All grading criteria and rubrics are noted on assignments.

**Grading Turnaround Time:** Assignments and discussions will be posed within a week of submission. Large projects will be graded within 7 to 10 days. You will be notified if grading takes longer.

**Late Work Policy:** To accommodate life circumstances, your lowest scores will be dropped for quizzes, and a few other assignment groups (these are noted in the assignment descriptions). You will also receive **two vouchers for late work** which will allow you to turn in any two assignments after the due date, no questions asked, just make a note in a submission comment that you are using one. Late work vouchers cannot be used for InQuizitives. While there are suggestions of when to have assignments, quizzes etc. done during the week, as long as all work is completed and submitted by Sunday night you will get credit. Late work is only accepted with use of late work vouchers or if you have accommodations.

## Coursework & Assignment Descriptions

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Unless otherwise noted in the instructions, **all coursework should rely only on materials provided in the course** (not random Google or AI articles).

### InQuizitives

After completing the reading for each chapter, take the InQuizitive for that chapter. These quizzes will help you study and learn the content in your textbook. There are 12 total InQuizitives. The lowest two will be dropped from your grade.

### **Lecture Notes**

You will view a series of lectures in each module that expand on and complement the important aspects of each chapter. While viewing these lectures, you will take notes using the Cornell Note Taking System to include notes, cues, and a summary. Two grades will be dropped.

### **Activities and Films**

Throughout the semester, you'll complete activities that are designed to help you put into practice what you've learned. You'll step through the process of protein synthesis, build mystery primates, and run scientific experiments. Additionally, you'll deepen your understanding of anthropology by watching a variety of films and answering questions about them. Three lowest grades will be dropped, \*assignments related to the signature assignment will not be dropped\*.

### **Explain It! Discussions**

Throughout the semester you will be asked to participate in discussions analyzing anthropological and biological principles, hypotheses, and research. These may include videos, research into a subject, or other activities. Two grades will be dropped.

### **Knowledge Check Assignments**

Each module includes a knowledge check assignment. In these assignments you will demonstrate what you have learned through written responses to prompts/questions. These are similar to exams in that they evaluate your knowledge on the module material, but they are not proctored and require no testing center. You're welcome. Two lowest grades will be dropped.

### **Signature Assignment**

Each student will complete a Signature Assignment and post it to their ePortfolio. For this course you will get to choose between two assignments to use. None of these grades will be dropped, but you do get the opportunity for doing revisions. Each option will include:

- Lab report: demonstrate the use of the scientific method through the development and testing of a hypothesis and the analysis and communication of quantitative data
- *Visual presentation*: create a presentation to communicate findings to a lay audience
- *Reflection*: write about your reflection on what you learned this semester

### Extra Credit

Throughout the semester you have some extra credit opportunities. These will be noted in different modules. You can also complete the mid-semester check in and course survey at the end of the semester for extra credit as well.

## How to Succeed in the Course

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Educational research suggests that learning is more than just reading materials from a book and watching videos on your own; it happens through discussions and working collaboratively in groups. Online learning communities are an excellent space for these learning experiences to happen.

In this course, you are part of a learning community, which means that you and your classmates will work together to make meaning of the ideas that you are learning as you make a commitment to initiate conversations, respect your peers, and engage in the material.

### How to be Successful in this course:

1. Time management is critical for this course, you should allot time throughout the week to complete each course module. The way you manage your time and work through the course each week depends on your life and circumstances, but ideally you should review the week's assignments at the beginning of the week. *Here are some **examples*** of how you might manage working through the course:

1.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Read	Take	Watch	Finish up	Explain It!,	Post	Submit

Chapter	InQuizitive	Lecture Videos	Lecture videos and notes	Film or other Activity	responses for Explain It!	Know Check
Review other readings and/or assignments for week		Complete Lecture notes	Explain It!, Film, Or Activity			
Review Knowledge check	Work on Knowledge check	Work on Knowledge check	Work on Knowledge check	Work on Knowledge check	Work on Knowledge check	

2.	Monday	Saturday	Sunday
	Review readings and assignments for week	Read Chapter	Post responses for Explain It!
		Take InQuizitive	Finish up Lecture videos and notes
		Watch Lecture Videos	Submit Knowledge Check
		Complete Lecture notes	
		Explain It!, Film, Or Activity	
		Work on Knowledge check	

3. Keep in mind that not all instructors will be readily available to answer messages over weekends if you choose to do majority of your work then.

2. **It is assumed for a 3 credit course that you will spend roughly 9 to 12 hours during the week doing the work of this course.** This includes doing the readings, listening to lectures, completing assignments, and preparing for future work.
3. For weeks you have an Explain It!, you should do your initial/assignment post earlier in the week, and then re-visit the discussion board to do your response or responses.
4. If you are struggling to manage the course material or have any other issues please contact your instructor, your instructors cannot help you if you do not communicate with them. Keep in mind that online learning is not for everyone.

## Academic Integrity & Professional Behavior

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Cheating takes many forms. For example, in an English course it may be considered cheating to use Grammarly as you do your assignments. So, let's run through a few things I do consider cheating:

- **Copying and pasting from someone's work without permission or attribution** (e.g. in text citations and references).
- **Closely summarizing (or paraphrasing) someone else's work without permission or attribution.**
- **Spinning:** taking someone else's work and replacing some words with their synonyms.
  - Example: "Lemurs share resemblance with other primates but evolved independently from monkeys and apes." (Wikipedia, Lemur)
  - You submit: "Lemurs share similarity with different primates, yet developed freely from monkeys and gorillas." This is cheating.
- Paying someone to do your work. Or not paying them... just getting them to do it.
- Parallel thought progression: taking someone else's paragraph or article and rewriting the ideas in your own words but keeping their organization and structure.
- **Using Artificial Intelligence (AI) to complete any part of your assignment.** This refers to any ChatGPT, Meta, or other AI type platforms.
- **Making up data to complete your assignments.**
- Turning in an assignment that looks extremely similar to another student's assignment because you copied it or worked on it with them. Please note: you are welcome to work with your classmates but it is your responsibility to make sure that what you submit does not appear to be a copy, near copy or distant copy of what another submits. If you work with another, work together on concepts, not the drafting of language.
- Other: there may be other ways to cheat. **Just don't cheat. Do your own work.**

### Plagiarism

I will be using a plagiarism detection program for most of your assignments. The software is integrated into Canvas. Assignments with a Similarity Index of greater than 20% (excluding task instructions and references) will receive a score of zero. Note that direct quotes, even if properly cited, will be included in the Similarity Score because **I want the majority of your work to be in your own words, so do no use direct quotes.**

Answers that appear to be obtained using outside sources such as Course Hero, ChatGPT, Google, etc. violate the course Academic Integrity policy. **The plagiarism detection program also flags for use of AI.** I will generally contact you about the use of AI, as some programs like Grammarly cause AI flags. Grammarly is perfectly fine to use, **but using AI to answer questions is not.**

1. For the first offense, you will be given a written warning as an assignment comment, the opportunity to meet with me virtually to discuss the work, and the opportunity to revise the assignment.
2. For the second offense, you will be given a written warning as an assignment comment, the opportunity to meet with me virtually to discuss the work, the assignment will be given zero (0) points, and I will report the offense by completing the College's Academic Misconduct Violation Form.
3. For the third offense, you will be given a written warning as an assignment comment, the opportunity to meet with me virtually to discuss the work, I will report the offense by completing the Misconduct Violation Form, and you will be given a failing grade for the class.

## Engagement Plan

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Here are my commitments to you as an instructor and my expectations of you as a student in regards to communication and presence for this course. You may recognize some of these from the Netiquette Policy. Please keep in mind the Netiquette Policy always applies.

My commitment to you:

- I will log in to our Course a minimum of every 48 hours on weekdays, but likely everyday, and during the weekend if necessary.



- I will respond to emails within maximum of 48 hours, but typically within 24 hours (likely the same day) during the week. Generally, I will not check my email after 9pm at night and will only check my email on weekends during the evening.
- I will try to get assignments and discussion posts graded within a week of submission. Larger projects will be graded within 7 to 10 days. I will notify you if grading takes longer.

My expectations for you:

- I expect you to log in to the course at least three times a week.
- You are expected to do your regular assignments in a timely manner and make a discussion post no later than Thursday night and response to two other classmate's discussion post by Sunday night at the latest.
- Be respectful of other students, even when their opinions do not agree with your own.
- Avoid repetition. For discussions, read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- Avoid sweeping generalizations. Back up your stated opinions and answers with facts and reliable sources, preferably from your course lectures, films or readings.
- Check your writing for errors by reviewing what you've written before submitting it.
- Uphold the tenets of academic integrity by not plagiarizing or using AI.

## Course Schedule

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	<b>Dates</b>	<b>Modules</b>
Week 1	May 18 - May 25	Orientation, Anthropology
Week 2	May 26- June 1	Theory of Evolution by Natural Selection
Week 3	June 2- June 8	Genetics
Week 4	June 9 - June 15	Microevolution
Week 5	June 16 - June 22	Human Variation and Adaptation
Week 6	June 23 - June 29	The Primates
Week 7	June 30 - July 6	Fossil Record

Week 8	July 7 - July 13	Early Hominins
Week 9	July 14 - July 20	Early Homo
Week 10	July 21 - July 27	Archaic Homo/Modern Homo
Week 11	July 28 - Aug 3	Last 10,000 years
Week 12	Aug 4 - Aug 6	Final Project

## Course Student Learning Outcomes

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- Students will be able to describe and explain the field of anthropology, including the approaches and methods used by anthropologists (e.g. holistic approach, evolutionary approach, fieldwork, etc.)
- Students will be able to describe and explain the scientific method, engage in its practice, analyze how anthropologists use the scientific method, evaluate empirical data and research, and apply scientific critical thinking into their everyday lives.
- Students will be able to describe and explain the unifying and diversifying principles of life, including the hierarchy of biological organization and apply these concepts to extant and extinct hominin and non-human primates and their ecosystems.
- Students will be able to describe and explain and analyze biological variation of extinct and extant hominin and non-human primate species and analyze the hypotheses of why these variations exist.
- Students will be able to explain and evaluate the patterns and processes of evolution, (e.g. how genes are inherited, microevolution and macroevolution, etc.) and analyze how evolutionary theory applies to extant and extinct hominin and non-human primates, including themselves.
- Students will be able to describe and explain hominin and non-human primate biology, behavior, and ecology and analyze the impact of human activity on ecosystems.

## General Education Information

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### General Education at SLCC

This course fulfills the **LS** requirement of the General Education Program at Salt Lake Community College. It is designed to teach you the core knowledge and skills of the discipline

while also developing essential professional competencies and strategies for lifelong learning. General Education courses broaden your foundational skills and expand your understanding across diverse subjects. By integrating insights from various disciplines, you will learn to apply knowledge meaningfully, enrich your life, develop broader perspectives, deepen your understanding of the world, and challenge your assumptions.

## **ePortfolios**

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

### **The Many Uses of ePortfolios**

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

### **Connect Your ePortfolio to MySLCC**

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.

3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

### **Need Assistance?**

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to [ePortfolio@slcc.edu](mailto:ePortfolio@slcc.edu)

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## ePortfolio Statement

[ePortfolio Statement](#)

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Important Dates

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18-May	Classes Begin
25-May	Residency Deadline
25-May	Memorial Day (No Classes, College Closed)
26-May	Last Day to Add Classes (Waitlist Ends)
1-Jun	Last Day to Drop Classes with 100% Refund (No refunds or adjustments after this date)
15-Jun	Juneteenth (No Classes, College Closed)
1-Jul	Last Day to Withdraw (No refunds)
1-Jul	Last Day to Audit
3-Jul	Independence Day (No Classes, College Closed)
24-Jul	Pioneer Day (No Classes, College Closed)
5-Aug	Last Day of Classes
5-Aug	Last Day to Apply for Summer Graduation
6-8 Aug	Final Exams
13-Aug	Last Day to Initiate an Incomplete Grade Contract
14-Aug	Grades Available

For other dates, holidays, and other important dates for the semester see the [Academic Calendar](#).

## Assignment Schedule

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<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
	<a href="#">Extra Credit: Guns, Germs, and Steel Film</a>	Assignment	10
	<a href="#">Extra Credit: Mutations Film</a>	Assignment	10
	<a href="#">Final Letter Grade</a>	Assignment	0
	<a href="#">InQuizitive Assignment: How to Use InQuizitive</a>	Assignment	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
5/25/25	<a href="#">Anthropology Knowledge Check</a>	Assignment	40
5/25/25	<a href="#">Anthropology Lecture Notes</a>	Assignment	40
5/25/25	<a href="#">Chapter 1 InQuizitive Assignment</a>	Assignment	10
5/25/25	<a href="#">Explain It! – Anthropology</a>	Discussion	15
5/25/25	<a href="#">Introduce Yourself</a>	Discussion	10
5/25/25	<a href="#">Pseudoscience Activity</a>	Discussion	15
5/25/25	<a href="#">Scavenger Hunt</a>	Assignment	10
6/1/25	<a href="#">Be an Evolutionary Biologist Activity</a>	Assignment	50
6/1/25	<a href="#">Chapter 2 InQuizitive Assignment</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
6/1/25	<a href="#">Theory of Evolution by Natural Selection Knowledge Check</a>	Assignment	40
6/1/25	<a href="#">Theory of Evolution by Natural Selection Lecture Notes</a>	Assignment	30
6/8/25	<a href="#">Cell Division and Cell Theory Activity</a>	Assignment	15
6/8/25	<a href="#">Chapter 3 InQuizitive Assignment</a>	Assignment	10
6/8/25	<a href="#">DNA Activity</a>	Assignment	15
6/8/25	<a href="#">Explain It! – The Wolves of Yellowstone</a>	Discussion	15
6/8/25	<a href="#">Genetics Knowledge Check</a>	Assignment	30
6/8/25	<a href="#">Genetics Lecture Notes</a>	Assignment	20
6/15/25	<a href="#">Explain It! – Genetics and Ethics</a>	Discussion	15
6/15/25	<a href="#">Microevolution Knowledge Check</a>	Assignment	40
6/15/25	<a href="#">Microevolution Lecture Notes</a>	Assignment	40
6/15/25	<a href="#">Pigeon Inheritance Activity</a>	Assignment	18
6/15/25	<a href="#">Chapter 4 InQuizitive Assignment</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
6/22/25	<a href="#">Explain It! – Biocultural Evolution</a>	Discussion	15
6/22/25	<a href="#">Human Variation and Adaptation Knowledge Check</a>	Assignment	30
6/22/25	<a href="#">Human Variation and Adaptation Lecture Notes</a>	Assignment	20
6/22/25	<a href="#">Skin Deep Film</a>	Assignment	10
6/22/25	<a href="#">Chapter 5 InQuizitive Assignment</a>	Assignment	10
6/29/25	<a href="#">Be a Primatologist Activity</a>	Assignment	50
6/29/25	<a href="#">Chapter 6 InQuizitive Assignment</a>	Assignment	10
6/29/25	<a href="#">Chapter 7 InQuizitive Assignment</a>	Assignment	10
6/29/25	<a href="#">The Primates Knowledge Check</a>	Assignment	40
6/29/25	<a href="#">The Primates Lecture Notes</a>	Assignment	40
7/6/25	<a href="#">Chapter 8 InQuizitive Assignment</a>	Assignment	10
7/6/25	<a href="#">Cladistics Activity</a>	Assignment	20
7/6/25	<a href="#">Fossil Record Knowledge Check</a>	Assignment	40
7/6/25	<a href="#">Fossil Record Lecture Notes</a>	Assignment	20



Due Date	Assignment Name	Assignment Type	Points
7/13/25	<a href="#">Chapter 10 InQuizitive Assignment</a>	Assignment	10
7/13/25	<a href="#">Early Hominins Knowledge Check</a>	Assignment	40
7/13/25	<a href="#">Early Hominins Lecture Notes</a>	Assignment	40
7/13/25	<a href="#">Explain it! – Early Hominin Dating Profile</a>	Discussion	25
7/13/25	<a href="#">Bones: Origins of Us Film</a>	Assignment	12
7/13/25	<a href="#">Signature Assignment Activity</a>	Assignment	50
7/20/25	<a href="#">Chapter 11 InQuizitive Assignment</a>	Assignment	10
7/20/25	<a href="#">Early Homo Knowledge Check</a>	Assignment	20
7/20/25	<a href="#">Early Homo Lecture Notes</a>	Assignment	20
7/20/25	<a href="#">Birth of Humanity: Becoming Human Film</a>	Assignment	10
7/27/25	<a href="#">Archaic &amp; Modern Homo Knowledge Check</a>	Assignment	30
7/27/25	<a href="#">Archaic Homo Lecture Notes</a>	Assignment	10
7/27/25	<a href="#">Chapter 12 InQuizitive Assignment</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
7/27/25	<a href="#">Decoding Neanderthals Film</a>	Assignment	10
7/27/25	<a href="#">Did Cooking Make Us Human? Film</a>	Assignment	10
8/3/25	<a href="#">Chapter 13 InQuizitive Assignment</a>	Assignment	10
8/3/25	<a href="#">Explain It! – The Worst Mistake in the History of the Human Race</a>	Discussion	15
8/3/25	<a href="#">The Last 10,000 Years Knowledge Check</a>	Assignment	30
8/3/25	<a href="#">The Last 10,000 Years Lecture Notes</a>	Assignment	30
8/4/25	<a href="#">Signature Assignment Activity – Revision</a>	Assignment	60
8/5/25	<a href="#">Reflection</a>	Assignment	30
8/6/25	<a href="#">Extra Credit: Primates Film</a>	Assignment	10
8/6/25	<a href="#">Uploading to Your ePortfolio</a>	Assignment	20

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements.

By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.